DOCUMENT RESUME

ED 072 703 FL 004 036

AUTHOR	Mackelduff, Eleanor; Glick, Toby
TITLE	Content Analysis Schedule for Bilingual Education Programs: Pilot Bilingual Program Grades 1-2-3.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	26 Apr 71
NOTE	54p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Cognitive Development; *Content Analysis; Curriculum Design; *Educational Finance; Elementary Grades; *English; Learning Theories; Mexican Americans; Parental Background; Parent Attitudes; Preschool Children; Program Costs; Program Evaluation; Self Esteem; Sociolinguistics; *Spanish; Student Grouping; Tutoring
IDENTIFIERS	California; *Project BEST; Redwood City School District

ABSTRACT

This content analysis schedule for the Pilot Bilingual Program of Redwood City, California presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Included are various questionnaires supplying information on the background and attitudes of parents involved in the project, and a modification of the long range objectives as a result of the first year's operation. (SK)

FILMED FROM BEST AVAILABLE COPY

Eric Copy

Proj. # 141
Redwood City, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 072703

CHECK ( ) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design	1970-71	70-71	
Interim evaluation	Feb. 18. 1970		
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL 004 036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
		1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	
2.0	FUNDING	1
	2.1 Funding of Bilingual Program, Prior to Title VII	
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	1
	4.1 Number of Schools Involved	
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
		2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	4
	6.1 Existence of Survey	
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	4
	6.5 Survey Includes Determination of any Inter-Language in Community	5
	6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift	5
	6.7 EMT Parental Attitudes toward Second Language Learning	5
	6.8 Student Attitudes toward Native and Second Language Learning	5
	6.9 Community Attitudes toward Maintenance	5
	6.10 Survey's Impact on Program	5
7.0	STAFF QUALIFICATIONS	5

0.2 Name of Project 1
0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	
	20.1 In Early Childhood	16
	20.2 In Later Grades	

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

ERIC Copy

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 141

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Eleanor Mackelduff/Toby Glick Date 4/26/71

0.2 Name of Project Pilot Bilingual Program Grades 1-2-3

0.3 Address of Project Redwood City School District

0.4 815 Allerton St., Redwood City, California 94062

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 NA

2.3 Prior bilingual program involved: 2.3 NA
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 NA
1-local
2-state
3-foundation
4-university
5-federal (specify)
6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating 2.5 1

0.2 End of Project .....

0.3 Address of Project Redwood City School District

815 Allerton St., Redwood City, California 94062

0.4 .....

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No. 97 - 1969, 07 - 1970, 17 - 1971 1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 NA

2.3 Prior bilingual program involved: 2.3 NA
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 NA
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,2,4
1-local 4-federal (specify).....
2-state 5-other (specify) .....
3-university

2.8 Total Title VII grant (first year only) 2.8 27,200

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 26,950

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A.First year 4.2 A 30
B.Second year B 85
C.Third year C 120

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	1--30

PSK 30 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ..... TOTAL students gr. 7-9

1-grade 1	30
2-grade 2	30
3-grade 3	30
4-grade 4	
5-grade 5	
6-grade 6	

A 90 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ..... TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 NS
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:.....

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 80	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 40

I Total Non-English Dominant: 80

II Total English Dominant: 40

5.0		No.	%
NE dom N-EMT	I	80	67
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	40	33
Total E-Dom II= II_1 + II_2		40	33

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
K-Kndgtn	1--30	8-grade 8	
PSK 30 TOTAL NO. students PS and K		9-grade 9	
		B ____ TOTAL students gr. 7-9	
1-grade 1	30	10-grade 10	
2-grade 2	30	11-grade 11	
3-grade 3	30	12-grade 12	
4-grade 4		C ____ TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 90 TOTAL students gr. 1-6			

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____ 4.4 NS

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 80	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 40
	I Total Non-English Dominant: 80	II Total English Dominant: 40

5.0		No.	%
NE dom N-EMT	I	80	67
E dom NEMT	II_1		
E-Dom EMT	II_2	40	33
Total E-Dom II= II_1 + II_2		40	33

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	80	67 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	67 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		80	67 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1	.....	..... %	.....
E2	E2	.....	..... %	.....
II TOTAL number of EMT students other than target population		40	33 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 NS

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent		
Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %
E 40 English	33		40 33			

B1 Mexican-American	B1	80	67 %	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		67 %	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		80	67 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1	%	
E2	E2	%	
II TOTAL number of EMT students other than target population	40	33 %	

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 NS

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 40	English	33		40	33					
A	American Indian									
A1	Navajo									
A2	Cherokee									
A3	Keresan									
A4	Other (spec.)									
B 80	Spanish	67		25	21		2	1	56	44
C	Portuguese									
D	French									
F	Chinese									
G	Eskimo									
H	Russian									
J	Other (spec.)									

5.6 Recruitment of Students: 5.6 1,3,4,5
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
* 4-stability of family residence (no high-mobility gps)

5.7 Proportion of ~~EMT~~ pupils in project area: see Chart C 5.7 70%
n.s.- not specified on the chart → E-Dom.

5.8 Community Characteristics (mark ally that apply) 5.8 3
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 95%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 100%
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0
(Indicate specific percent)
n.s. - not specified
(tried to get families that didn't move around)

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	1	1
2 will be made		
0 not mentioned		

4d-4; see Xerox copy of home interview pp. 39-49 appendix to initial project

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 1,2

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

5.8 Community Characteristics (mark all that apply) 5.8 _____

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 95%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100%
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0
(Indicate specific percent)
n.s. - not specified (tried to get families that didn't move around)

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	1	1
2 will be made		
0 not mentioned		

4a-4; see Xerox copy of home interview pp. 39-49 appendix to initial project

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 1,2

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A X parents, B X children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A 1,7,8
B 1,2,3,5,6,8
C .....

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home		X	X	X		X	X	X
2 Church		X				X		
3 School		X				X		
4 Work								
5 Socializing		X				X		
6 Neighborhood								
7 film-TV-radio								
8 Magazines,news			X				X	
9 Others (specify)								

*5.6 #5--ability to perform conceptualization tasks previous to learning to read

4a

Redwood City #141

Questionnaire #1: Home Interview for Parents of Redwood City School Children

hh#____

Address_____ Phone_____

No.s of Household Members 1 2 . . . 15

Name

Relationship to Head

Sex

Age

Birthplace

Occupation

Highest Grade Completed

	Children in Household				
	1	2	. . .	10	
1. Has _____ had pre-school? (3= Sp; 2= Sp & Eng; 1= Eng, 0= none)					
2. Where was (is) it located?					
3. Has _____ been to kindergarten? (3= Sp; 2= Sp & Eng; 1= Eng; 0= none)					
4. Where was (is) it located?					
5. For how many years did _____ go to kindergarten?					
6. Before _____ started kindergarten, could he: a. recite the alphabet? b. recognize letters? c. read? d. count? e. print his name? f. name colors? (3= Sp; 2= Sp & Eng; 1= Eng; 0= no)					
7. In what language do (did) you read to _____? (3= Sp; 2= Sp & Eng; 1= Eng; 0= no)					
8. How often do (did) you usually read to _____?					
9. How often do (did) you help _____ with his homework?					
10. Have you met _____'s current teacher?					

4c

11. How long have you lived in Redwood City?

12. Where did you live before moving to Redwood City?

13. Do you go to Mexico for visits? If yes, how often?

14. Would you like to go there eventually to live?

15. Has mother or anyone else in the family had any teaching experience?

16. Do you have dictionaries in your home? English__ Spanish__ Other____

17. What magazines or newspapers do you have at home?

18. Are there any crayons, paints, paper, scissors, or paste at home?

19. About how many hours a day do your children watch TV programs?
Do they watch any programs in Spanish?
Does anyone in the home listen to Spanish radio programs?

20. Do your children ever ask you what certain words mean?
Spanish words? English words?
Do you try to explain?

21. Where do you think the best Spanish is spoken?
Who do you think speaks the best Spanish around here?
Do you ever try to get your children to speak that way?

22. Where do you think the best English is spoken?
Who do you think speaks the best English around here?
Do you ever try to get your children to speak that way?

23. If your children are sick and can't go to school, are any of them disappointed?
If yes, which ones?

24. Do you go to school for things other than teachers' conferences?

4d

Language Proficiency

	Household Members			
Spanish (2= yes; 1= a little; 0= no)	1	2	. . .	15
1. Can _____ understand a conversation in Spanish?				
2. Can _____ engage in an ordinary conversation in Spanish?				
3. Can _____ read a newspaper in Spanish?				
4. Can _____ write letters in Spanish?				
English (2= yes; 1= a little; 0= no)				
5. Can _____ understand a conversation in English?				
6. Can _____ engage in an ordinary conversation in English?				
7. Can _____ read a newspaper in English?				
8. Can _____ write letters in English?				

Other (2= yes; 1= a little; 0= no)

9-12 as above, if applicable.

4e

Language Use

(3= Sp; 2= both; 1= Eng; 0= no)

	Household Members			
	1	2	. . .	15
13. What language does _____ use most frequently at home for conversation with adults?				
14. What language does _____ use most frequently at home for conversation with children?				
15. What language does _____ use most frequently to read books or newspapers at home?				
16. What language does _____ commonly use at home for writing letters?				
17. What language does _____ use most at work for conversations with fellow workers?				
18. What language does _____ use most at work for conversations with the supervisor (boss)?				
19. What language does _____ commonly use when talking to people of the same age in the neighborhood (on the street)?				
20. What was (is) the language of instruction in _____'s school? (2= Sp; 1= Eng & Sp; 0= Eng)				
21. What language does _____ like most for conversation with adults?				

4f

Language Use (cont.)

(3= Sp; 2= both; 1= Eng; 0= no)

	Household Members			
	1	2	. . .	15
22. What language does _____ like most for conversation with children?				
23. In what language does _____'s priest (minister) give the _____ when _____ attends services?				
24. In what language is the service conducted when you attend church?				

Notes: (1) Use NR for "no response".
Use NP for "not applicable" (for example, the work questions for individuals that do not work, such as housewives, school children).

(2) When individuals are currently unemployed, currently not going to church, currently not writing letters, etc., reword question to: when you were working, when you did go to church, when you used to write letters, etc.

49

Questionnaire #2: Pupil's Language Use and Proficiency Inventory

(2= Sp; 1= both; 0= Eng)

1. In what language does your mother usually talk to you at home?
   What language do you use to talk to her?

2. What language does your father use to talk to you at home?
   What language do you use to talk to him?

3. What language do your parents speak when they talk to each other at home?

4. What language do your older brothers and sisters use when they talk to you at home?
   What language do you use when you talk to them?

5. What language do your younger brothers and sisters use when they talk to you at home?
   What language do you use to talk to them?

6. Who are the kids you hang out with in school?
   When you are with_____in the school playground, what language do you usually speak?

7. What kids do you hang out with where you live?
   When you're with_____what language do you use?

8. Who do you go to church with?
   When you're standing outside the church along with_____, what language do you speak?

Word Naming

Tell me as many English (Spanish) words as you can that name things you can see or find in a kitchen -- your kitchen or any other kitchen. Words like salt (sal), spoon (cuchara), rice (arroz). (Time limit of 45 seconds.)

(The three other places besides your kitchen are: in school, inside your church, on the street by your house.)

4h

Questionnaire #3: Mexican American Parents' Language Attitudes

Is this a good reason for my children to learn Spanish?	very good reason	good reason	neither good nor bad reason	bad reason	very bad reason
1. It will help them to preserve their own native language and culture.					
2. It will someday be useful to them in getting a good job.					
3. It will enable them to maintain friendships among Mexican Americans.					
4. It will enable them to continue to think and behave as true Mexican Americans (Chicanos)					
5. No one is really educated unless he is fluent in the Spanish language.					
6. It will allow them to meet and converse with more and varied people.					
7. They need it for some specific educational or business goals					

Is this a good reason for my children to learn English?	very good reason	good reason	neither good nor bad reason	bad reason	very bad reason
1. It enables them to make friendships among Anglos (Gavachos).					
2. It will someday be useful to them in getting a job.					
3. They need a good knowledge of English to be respected by the Anglo community.					
4. It will enable them to think and behave as Anglos do.					
5. No one is really educated unless he is fluent in English.					
6. It will allow them to meet and converse with more and varied people.					
7. They need it for some specific educational or business goals.					

4j

Questionnaire #4: Anglo Parents' Language Attitudes

Is this a good reason for my children to learn Spanish?	very good reason	good reason	neither good nor bad reason	bad reason	very bad reason
1. It will help them better understand the Mexican American people and their way of life.					
2. It will someday be useful to them in getting a good job.					
3. It will enable them to gain good friends more easily among Spanish-speaking people.					
4. One needs a good knowledge of at least one foreign language to merit social recognition.					
5. It will enable them to begin to think and behave as Mexican Americans do.					
6. No one is really educated unless he is fluent in the Spanish language.					
7. It will allow them to meet and converse with more and varied people.					
8. They need it for some specific educational or business goal.					

4K

Questionnaire #5: Attitudes of Parents and Children toward Their Own and the Other Group

Parents' Ratings of Mexican Americans and Anglos

honest	_____:_____:_____:_____:_____	dishonest
irreligious	_____:_____:_____:_____:_____	religious
hot tempered	_____:_____:_____:_____:_____	even tempered
good looking	_____:_____:_____:_____:_____	ugly
unfriendly	_____:_____:_____:_____:_____	friendly
possesses self-confidence	_____:_____:_____:_____:_____	lacks self-confidence
affectionate	_____:_____:_____:_____:_____	not affectionate
lazy	_____:_____:_____:_____:_____	industrious
dependable	_____:_____:_____:_____:_____	not dependable
weak	_____:_____:_____:_____:_____	strong
intelligent	_____:_____:_____:_____:_____	stupid
dirty	_____:_____:_____:_____:_____	clean

Pupils' Ratings of Mexican Americans and Anglos

nice	_____:_____:_____:_____:_____	not nice
handsome	_____:_____:_____:_____:_____	ugly
happy	_____:_____:_____:_____:_____	sad
lazy	_____:_____:_____:_____:_____	works hard
friend	_____:_____:_____:_____:_____	enemy
weak	_____:_____:_____:_____:_____	strong
smart	_____:_____:_____:_____:_____	dumb
dirty	_____:_____:_____:_____:_____	clean

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 / II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	X	
3-assessed by informal means (specify how)		
4-not mentioned		

for students now 2nd graders-using DATLEY TEST

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 1

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

informal home visits

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
1-yes
0-no

have been assessed-by questionnaires

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1
1-yes
0-no

mainly the speakers of that language

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NA
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

Information obtained from this questionnaire will help determine how the experimental & control gps. should be set up, & will be used to provide covariates,

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned

as needed to statistically equate gps. that are not socioeconomically or educationally matched *

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

& group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no
have been assessed-by questionnaires — 6.6 1

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 1

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no
mainly the speakers of that language — 6.8 1

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 NA

Information obtained from this questionnaire will help determine how the experimental & control gps. should be set up, & will be used to provide covariates,

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 1

as needed to statistically equate gps. that are not socioeconomically or educationally matched *

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N= 4

7.1

	No.	%
I A	___	___
I B	___	___
II A	___	___
II B	___	___
II_1 A	___	___
II_1 B	4	100

A	0	___
B	4	100
N	4	

* Information to be used to determine changes in the project with respect to language use by students & family.

A Total Number Monolingual ...0...

B Total Number Bilingual ...4...

Total Number of Teachers N ...4...

Project seeks total bilingual teachers. Also, 1 bicultural specialist, 1 1/2 time materials writer

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)
___ Language dominance not specified
___ Mother tongue not specified
___ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		4
II E Dom EMT		
II$_1$ E Dom N-EMT		

N Total Number of aides or paraprofessionals: 4

A Total Number Monolingual: 0

B Total Number Bilingual: 4

7.2	No.	%
I A		
I B	4	100
II A		
II B		
II$_1$A		
II$_1$B		
A	0	0
B	4	100
N	4	

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Eval 69, p.2 - NEMT instructed in Spanish & EMT students given instruction in English

0-language(s)used by teachers not specified

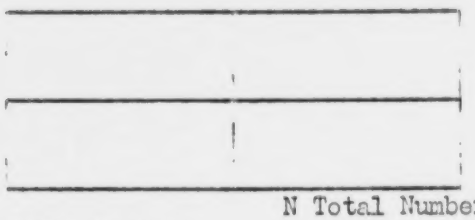
7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.--1 aide
ilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language,--3 aides regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

II E Dom EMT

II$_1$ E Dom N-EMT



II A
II B
II$_1$A
II$_1$B

A 0 0
B 4 100
N 4

A Total Number Monolingual 0

B Total Number Bilingual 4

N Total Number of aides or paraprofessionals 4

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Eval 69, p.2 - NEMT instructed in Spanish & EMT students given instruction in English

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.--1 aide
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language,--3 aides regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides (inf)	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS						0			
			Mexican-Am.	2	50				
			South-Am.	2	50				

0-not specified

Inf. because aides live in target neighborhood

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 4 and % 100 of total N-EMT teachers.

7.6 No. 4 % 100 Mexican-American

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 2 50 B 2 50

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 ~~5,15,17~~ 20,21 no.'s

n.s.-qualifications not spcified
0-previous courses not specified
1.____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3.____previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4.____previous teaching in local area
5. X courses in N-EMT language structure and usage
6.____courses in N-E literature
7.____content (e.g. Social Studies) courses learned through N-EMT
8.____any previous education through N-EMT
9.____courses in teaching ESL
10.____courses in methods of teaching N-EMT language
11.____courses in methods of teaching content (e.g. math)in N-EMT
12.____certification in ESL
13.____certification in teaching N-EMT
14.____cross cultural courses
15.X courses in the cultural heritage, values, deep culture of N-EMT
16.X other qualifications, specify 17 license required (AB,MA), linguistic courses on graduate level 21 experience bilingual curriculum design, program evaluation design & implementation, 20 experience in low-income setting (course not specified)

8.0 STAFF DEVELOPMENT

8.1 A 1,4,5,6
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	X	
1-English as their second language	1	
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language	4	

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 5,15,17, 20,21 no.'s

n.s.-qualifications not spcified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3.___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4.___ previous teaching in local area
5. X courses in N-EMT language structure and usage
6.___ courses in N-E literature
7.___ content (e.g. Social Studies) courses learned through N-EMT
8.___ any previous education through N-EMT
9.___ courses in teaching ESL
10.___ courses in methods of teaching N-EMT language
11.___ courses in methods of teaching content (e.g. math)in N-EMT
12.___ certification in ESL
13.___ certification in teaching N-EMT
14.___ cross cultural courses
15.X courses in the cultural heritage, values, deep culture of N-EMT
16.X other qualifications, specify 17 license required (AB,MA), linguistic courses on graduate level 21 experience bilingual curriculum design, program evaluation design & implementation, 20 experience in low-income setting (course not specified)

8.0 STAFF DEVELOPMENT

8.1 A 1,4,5,6
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	X	
1-English as their second language	1	
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language	4	
5-Methods of teaching other academic subjects	5	
6-Methods of teaching other academic subjects in X language training is provided informally in the red ink areas	6	

8.2 Stated goals of teacher training are: I 1,2,3,5,7 II 5

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	X	
2-Cross-cultural training	X	
3-Sensitivity to ethnocentricism and linguistic snobbery	X	
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of	X	X
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of	X	
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 ~~2,4~~ 1,5,7

1-courses self-directed-individual instruction-materials development
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders systen)
7-other (specify) classroom student grouping by consultant -demonstrations

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 no

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 no
How? (specify) _____

8.6 Paraprofessional's role: 8.6 ~~2,3,4~~,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents --assists in dissemination of program information to parents & agencies in community

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 3

	A for teachers	B for aides
0-not specified		
1-University faculty	1	
2-project's Master Teachers		
3-project's teachers		3
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 no. 1 % —; 2 NS —; 3 NS —
1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5 1, 6, 7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 4 no. % 100

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 no
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,4,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents --assists in dissemination of program information to parents & agencies in community

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1, B 3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	1	___
2-project's Master Teachers	___	___
3-project's teachers	___	3
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	1	___
2	NS	___
3	NS	___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 1, B 5, 1, 6, 7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 4, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) — 9.1 no

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

(only their attitudes about in-service training)

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) .....
9-curriculum writer-coordinator (Int. Evaluator)

10.1 1

10.2 1,3,4,9

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 4

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,3,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-d

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I E DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	NA
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

II$_1$ For Long Range Objectives

11.1 I 1
II 1
II$_1$ NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

11.2 0

(if specified in terms of a condition, please state it -

0-not specified — evaluator)

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: 10.5 4
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a-d

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1 for Long Range Objectives
	E DOMINENT	E DOMINENT	E DOMINENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	NA
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I 1
II 1
II_1 NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K = 14
code: C= N.A. (if no EMT) II K = 14
II_1 .....

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	..	..	X	X	X	X	X	..	..	..	..	..	..	..	..
II E DOM/EMT	..	..	X	X	X	X	X	..	..	..	..	..	..	..	..
II_1 E DOM/NEMT	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Question 11.0 Answers 9a

Modification of long range (5 year) objectives as a result of the first year's operation.

1.0 Modifications of objectives in last year's "Long Range Program Objectives," page 9 of proposal.

1.1 "Parents of project participants will increase in their competency in the English language, while continuing in their mother tongue as well." This is changed to:
"Parents of project participants will become more aware of the benefits of bilingual and bicultural education for their children."

1.2 "Parents of bilingual students will become increasingly knowledgeable about: a. the American culture
b. the English language
This will be changed to:
"Mexican American parents will become increasingly knowledgeable about American culture and English language, and Anglo parents will become increasingly knowledgeable about Mexican culture and Spanish language.

2.0 Additional long range objectives:

2.1 Mexican Americans and Anglos will gain in self-concept as a result of participation in the program.

2.2 Mexican American and Anglo students will demonstrate greater motivation to study and satisfaction in their studies.

A prime factor in determining project participants, as per USOE recommendation, will be child's ability to perform conceptualization skills pre-requisite to direct reading skill acquisition, regardless of whether the mother tongue is Spanish or English.

III. Objectives

A. Long-range Program Objectives

1. Mono-lingual and/or bilingual pupils will progress without grade level retention.

2. Mono-lingual and/or bilingual pupils will reach grade achievement in all subjects of the curriculum by grade 8, if not sooner. This pertains to those with average or higher mental ability and excludes those qualifying for and/or placed in EMR or EH classes.

3. Mono-lingual and/or bilingual students will develop or continue to develop a pride and understanding in their mother tongue and in the culture it represents.

4. Mono-lingual and/or bilingual students will develop an equal proficiency (listening, speaking, reading, and writing skills) in both their mother tongue and in their second language, English).

5. The mono-lingual and/or bilingual student will consider his mother tongue as an integral element in relation to his personality, his family, and his cultural group.

6. Staff members having contact with mono-lingual and/or bilingual students will gain an increased understanding of language-culture associations methods of instruction.

7. Parents of project participants will increase in their competency in the English language, while continuing in their mother tongue as well.

8. Parents of bilingual students will become increasingly knowledgeable about
   a. the American culture
   b. the English language

B. Immediate Program Objectives

1. Project participants will progress without first grade level retention.

2. Project participants will reach first grade level achievement in all academic subjects--performance in mother tongue is acceptable.

3. Project participants will develop a pride and understanding of the foreign tongue and in the culture it represents.

4. Project participants will develop a pride and understanding of the mother tongue and in the culture it represents.

5. Staff will become increasingly knowledgeable about and will implement alternative approaches toward individual instruction.

6. Parents of project participants will be supportive of bilingual efforts.

C. Behavioral Objectives

All project participants will, at the completion of one program year:

1. function in all academic areas on at least the 2.0 level.

2. function in reading in mother tongue on at least a 2.0 level.

3. converse orally in the second language by:

   a. Identifying common classroom objects.
   b. Recognizing and using basic phrases of the language.
   c. Function bilingually on a 50-50 basis in the social sciences area of the curriculum.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I [illegible]	...	...	...	...	...	...	...	NO
II E-DOM - EMT	...	...	...	...	...	...	...	NO
III E-DOM/NMMT	...	...	...	...	...	...	...	NA

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I_1 NS
I_2 NS
II NS

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 ...
II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II_2 N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~PreK~~	90 min.	180	M,SS,S	~~Pre-K~~ 50%
1	150 "	300	M,SS,S	1 50
2	150 "	300	M,SS,S	2 50
3	150 "	300	M,SS,S	3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their ~~native~~ second language for N-EMT students who are ~~English~~ Spanish dominant is:

*

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 6 II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
IIb N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~PreK~~	90 min.	180	M,SS,S	~~Pre~~ K 50%
1	150 "	300	M,SS,S	1 50
2	150 "	300	M,SS,S	2 50
3	150 "	300	M,SS,S	3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their ~~native~~ second language for N-EMT students who are ~~English~~ Spanish dominant is: *

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students NA

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~Prel~~	15 min.		lang. arts, Eng.	Pre K
1	40 min.		" "	1
2	40 min.		" "	2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

*NA This chart is not applicable since there is no breakdown of N-EMT, E-Dom. students. It will be used to show the amount of time that N-EMT students are given in ESL. EMT students are also instructed in Spanish.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2-Both EMT and N-EMT students receive 2nd Language Instruction

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is: *

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~	60	180	Lang. arts, Span.	~~Pre~~ K 33%
1	60	300	" " "	1 20
2	60	300	" " "	2 20
3	60	300	" " "	3 20
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 ~~2~~,3,~~5~~,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
** 6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

**6-teacher uses Eng. mainly since she gives Eng. language instruction, & the Project Coordinator teaches the Span. section. However, there seems to be quite a bit of switching by everyone involved within class period when not

	Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
~~Prek~~	60	180	Lang. arts, Span.	~~Pre~~ K 33%
1	60	300	" " "	1 20
2	60	300	" " "	2 20
3	60	300	" " "	3 20
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 ~~2,3,5~~,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
** 6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

**6-teacher uses Eng. mainly since she gives Eng. language instruction, & the Project Coordinator teaches the Span. section. However, there seems to be quite a bit of switching by everyone involved within class period when not specifically Eng. or Span. period.

12.0 METHODS OF SECOND LANGUAGE TEACHING See Xerox Copy 11a-b

(Mark all that apply; some projects may use a combination of methods) 12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

*11,14-Instruction is given in native language for both gps, except lang. arts part in which instruction is given in both Eng. & Span. for both gps. material is bicultural

IV. Program Procedures Question 12.0 Methods of 11a

Phase I: Second Language Instruction

Procedures will focus upon listening-speaking skills and the formation of habits by responding orally to questions, requests, answers, statements, etc. with good pronounciation and intonation.

Instruction will take place under the direction of the bilingual specialist and the specialist/project director. Assistance will be given by the two teaching assistants.

1. The rationale behind this phase of the program is that the target students will need additional opportunities to reinforce and expand their learnings in the second language, and to increase their ability to speak the second language with good pronounciation, intonation, and inflection by focusing on the known difficulties learners of the second language will experience.

2. Formal reading and writing skills will not be developed during this instructional period. The ability to respond orally and to demonstrate oral comprehension of the second language are the prime goals for this instructional period.

3. The program selected for implementation to teach Spanish to the English speaking target students is MacRae's TEACHING SPANISH IN THE GRADES, Book 1.

4. The program selected for implementation to teach English to the Spanish speaking target students is the MIAMI LINGUISTIC READERS.

   This program was selected because it is one of the most experienced programs designed to help teach beginning reading to the pupils whose pre-school language was other than English, and those who are

IV. Program Procedures (cont.)

culturally disadvantaged. The program develops the aural-oral control of the material he is expected to read and presents reading materials in terms of spelling patterns rather than in terms of individual letter-sound correspondence.

Specific performance requirements, Phase I:

1. Student will use phrases, greetings, farewells, and courtesies in appropriate situations.
2. Students will name self and all others in room.
3. Students will name six objects in school environment.
4. Students will name six fruits or vegetables.
5. Students will count to 30
6. Students will give age and ask another his age.
7. Students will name ten basic colors.
8. Students will name outer clothing.
9. Students will name six parts of the body.
10. Student has agreement in gender and number.
11. Student listens and repeats new sounds.

Phase II: Subject area instruction, mother tongue

Instruction in the following areas will be provided in the mother tongue:

1. Arithmetic
2. Reading and Phonics
3. Handwriting
4. Health and Safety
5. Science

Acceptable levels of performance include evidence that the student has reached a level of achievement comparable to or greater than a 2.0 ~~level of achievement comparable to or greater than a 2.0~~ level under the present system of course content.

Selected basal materials to be used in reading instruction are:

Reading Instruction in English: On Our Way to Read
Janet and Mark
Outdoors and In

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE 13.0_____

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: 13.1 IB 1 IIB 1

1-concurrently with dominant language listening-speaking skills		---		---
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---
3-a specified period of time after listening-speaking skills in dominant language taught		---		---
4-before any specified level of listening-speaking competence achieved in dominant language		---		---

13.2 ALM sequence followed: 13.2 IA 2 IB 2 IIA 2 IIB 1 (inf)

1-Listening-speaking proficiency precedes introduction of reading	---	---	---	X
2-Reading is taught concurrently with listening-speaking skills	X	X	X	---
3-Learning to read overlaps learning of listening-speaking skills				

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE 13.0

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 2 IB 2 IIA 2 IIB 1 (inf)
1-Listening-speaking proficiency precedes introduction of reading	---	---	---	X	
2-Reading is taught concurrently with listening-speaking skills	X	X	X	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:	See Xerox copy pp12a-d				13.3 IA 1 IB 1,2 IIA 1 IIB 1,2
1-measure of listening-speaking proficiency	---	---	---	---	
2-informal assessment by teacher	---	---	---	---	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB 2
1-concurrently with learning to read in dominant language		1		---	
2-after a specified level of dominant language reading competence achievement		---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		3	
4-before learning to read in dominant language		---		---	

Question 13.3

12a

Testing of oral language proficiency in Redwood City has so far been limited to the use of a test of overall fluency (Dailey, 1968) and an English sound test (Olguin, 1968). The following general information has been obtained concerning the Spanish-English bilingualism of the Redwood City kindergarteners and first graders. The Mexican American children are producing deviant grammatical forms in both English and Spanish that are not a result of interference from their first or second language (since interference may be two-way), but rather a normal part of intralingual development. Examples of intralingual development in English such as I throwed the ball were observed. In Spanish, several of the children have said yo sabo instead of yo se. Cases of perfectly acceptable non-standard forms in English and Spanish have also been heard, such as he brang'em home and no hay nadien.

However, there are frequent cases of grammatical interference as well. Examples of Spanish grammar interfering with production of English include the following:

My house is more far. (Spanish: mas alla)
Why you put that flower over there? (Spanish: Por que pones. . .)

Instances of English grammatical forms interfering with Spanish forms have not yet been noted, but several parents have commented that their children "think in English" when they speak Spanish. Barker reports examples such

as esta fuera de orden (it's out of order) from his study of Arizona Spanish (Barker, 1950, p. 6).

The most obvious case of interference is in the phonological realm. One or two Mexican Americans when speaking Spanish have trouble with the voiced bilabial fricative b, which they pronounce like the English labiodental fricative v, probably as a result of interference from the English sound. There are a number of areas of interference from Spanish in the pronunciation of English sounds. Among the most frequently mispronounced English consonants that can be traced to interference from Spanish are the intervocalic voiced stops b and d, as in baby and lady; syllable-initial, intervocalic, and utterance-final voiced sibilant z, as in zipper, roses, and bees respectively; and utterance-initial or intervocalic voiced th, as in this, and father. In these instances, problems in pronunciation can be traced to the absence of similar sounds in similar environments in Spanish. Taking the voiced z, for example, the sound does exist in Spanish, but only before a voiced consonant, as in desde. There are many other areas of consonantal interference, not to mention the many signs of interference in the vowel system.

The Olguin Diagnostic Sound Test (Olguin, 1968) was used to determine pronunciation of English sounds by the Mexican American first graders. In many ways the test serves as an excellent diagnostic tool for the classroom. However, more consideration should be given to acquisition of sounds by native speakers in the construction of a testing instrument. The Olguin test includes items like the final d in world, which native English-speaking children, and

even adults, may not pronounce. As in the case of grammar, Mexican American children may make intralingual errors in pronunciation of English sounds -- i.e., errors that will disappear in the course of language acquisition.

At the intonational level, there are some interesting observations to be noted. For instance, one child has intonational interference from Spanish in his English speech. Whereas he pronounces the English sounds almost perfectly, he uses Spanish intonational patterns. For example, he uses the affirmative pattern of rising intonation for all but the final phonic group (e.g.,): I went to the store to buy some candy and then I went home. (The system for marking Spanish intonation is that of Navarro, 1967.) The normal intonation in English might be that of maintaining the same pitch at the word store, dropping it slightly at candy, and dropping it more abruptly at the end.

Two kinds of lexical borrowing have been noted among the first-grade Spanish speakers. In one case the word is brought intact from the other language: voy a poner en el desk, where are the llaves? In the other case, the borrowed word is modified to conform to the phonological rules of the language: me gustan los sellos (sellos instead of focas, for 'seals'), you can drop me off at the fabric (where fabrica is 'factory' in Spanish). As noted earlier, Haugen has termed the first group of words loanshifts and the second group loanwords (Haugen, 1950).

One case was observed where a first grader borrowed the English for an object when talking about it in Spanish and then used the Spanish word when talking about that same object in English a few moments later:

Aqui se pone el key.
Where are the llaves?

This is clearly a case of two-way loanshift.

It seems that at the first-grade level many Mexican Americans are not sure which code they are using -- not just the label for the language, but the actual components of speech. The above lexical loanshifts may be a reflection of this confusion. As pointed out above, this lack of code consciousness was also found to be prevalent among the six-and-seven-year-old Texan children that Cervenka tested (see Cervenka, 1967).

Although the language observations on Mexican Americans presented in this paper are largely impressionistic, it should be evident even from these limited data that there are valuable linguistic insights to be gained from further study of these North Californian bilinguals. Such linguistic insights might help to improve the effort to educate Mexican American children in the classroom.

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	X	X	X	X	13.5 IA 1
1	X	X	X	X	IB 1
2	X	X	X	X	IIA 1
3					IIB 1
13.6 Reading readiness is determined by: 1-test of reading readiness					13.6 IA 1
2-informal teacher assessment					IB 1
					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade					13.7 IA 1,2 (inf)
2-in second grade					IB 1,2 "
3-in third grade					IIA 1,2
4-in fourth grade					IIB NS
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

conflicting information about social studies--whether given in dominant or second lang- all other given in native lang. to each group F p.6, SS both languages Cont., p.30, in dominant lang.

13.8 IB NS
IIB NS

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4
II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA 1
IB 1
IIA 1
IIB 1

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 1,2 (inf)
IB 1,2
IIA 1,2
IIB NS

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

conflicting information about social studies--whether given in dominant or second lang- all other given in native lang. to each group F p.6, SS both languages Cont., p.30, in dominant lang.

13.8 IB NS
IIB NS

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4
II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified	X	X

6-other (specify) -second language is separate subject for both groups, other subjects taught in dominant language (except SS which is also taught in second language to both groups, perhaps)

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	___	___	___	___
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	X	X	X	X
3-Other (specify)	___	___	___	___
0-Not specified	___	___	___	___

15.0 IA 2
IB 2
IIA 2
IIB 2

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	B	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	1	1	1	1
2-Basal readers	no	NS	no	NS
3-Dialect readers	no	NA	no	NA
4-Experience charts (stories dictated by children)	no	NS	4	no

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1st grade Anglos have had some Language Experience Approach

	16.2 IA	IIA
1-Grade 1	NA	NA
2-Grade 2	(none)	
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	1	1
2-dialog memorization	2	2
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction	___	___
6-stories read to children	___	___
AUDIO VISUAL AIDES		
7-films, filmstrips	7	7
8-flannel or magnetic boards	8	8

control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	X	X	X	X
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA 1	1	IIA 1	IIB 1
2-Basal readers	no	NS	no	NS
3-Dialect readers	no	NA	no	NA
4-Experience charts (stories dictated by children)	no	NS	4	no

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1st grade Anglos have had some Language Experience Approach

16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(none)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	1	1
2-dialog memorization	2	2
3-choral repetition	3	3
4-songs	4	4
5-programmed instruction	—	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	7	7
8-flannel or magnetic boards	8	8
9-realia, graphic displays	9	9
10-records, tapes	10	10
11-listening centers	11	11
12-multi-media approach	—	—
Experiential :		
13-role playing	13	13
14-puppetry	14	14
15-experience charts	15	15
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	18	18
19-other (specify) games, dramatization	—	—
Learning outside the classroom:		
20-field trips flash cards	20	20
21- suggested TV programs	—	—
22-other (specify)	—	—
23 - games	23	23

16.4 The sources of Non-English materials and textbooks are: 16.4 2,3,4,7,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which) Miami Linguistic Reader (Dade Co.,) P p.12
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Miami Linguistic Reader see attached Xerox 154-J

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,3,4,5,
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups in Spanish
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)-mixed for academic subject learning-math,SS,S
-mixed for English reading grades 1-2-3 A-3

17.2 Students are grouped for language instruction: 17.2 A-2 (inf)
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____
English Sullivan Readers

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT	
				I. 4
1-by age	____	____	____	II. 4
2-by native language	____	____	____	
3-by dominant language	____	____	____	

8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Miami Linguistic Reader see attached Xerox 154-J

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,3,4,5,
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups in Spanish
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)-mixed for academic subject learning-math,SS,S
-mixed for English reading grades 1-2-3 A-3

17.2 Students are grouped for language instruction: 17.2 A-2 (inf)
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____
English Sullivan Readers

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II Eng dom NEMT	
1-by age	____	____	____	I. 4
2-by native language	____	____	____	II. 4
3-by dominant language	____	____	____	
4-by language proficiency (ex. level of reading skill)	X	X	____	
n.a. not applicable (no E.dom/NEMT)	____	____	____	

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

COMPONENT: Instructional (continued)

Question #16.5 Additional Material, 15a

J. ADDITIONAL MATERIALS TO BE USED

GRADE 1

Spanish for the Spanish Speaking

Filmstrips: Look, Listen, & Learn - Audio Visual Education kit, Latin American Folktales - #50200 (6 filmstrips, 6 record English and Spanish editions) - International Book Corp.

Books:
a. Victoria, F. Armando Nunez - J. Gonzalez Pita Co.
b. Primero de Lectura, Luis Espinos - " " "

Teacher's Guide: Michigan Oral Language Series - Spanish Guide

Workbooks: Organizacion Distribuidora Iberica (Madrid, Spain)-
a. Pinta Vaqueros
b. Pinta Indios
c. Pinta Piratas
d. Pinta Razas

Visual Equipment: GAF Corporation -
a. Custom 300 watt Projector (2447)
b. Library Chest (2163)
c. View Master Reels (20 reels)
d. Creative Playthings - Foldaway Play Screen #RH271E)

Realia: Realia Package #1 - Goldsmith's Music Shop, Inc., Language Department

Spanish for the English Speaking

Teacher's Guide:
a. Teaching Spanish in the Grades, Margit MacRae - Houghton Mifflin Co.
b. Mi Cuaderno de Espanol/Book 1, Margit MacRae - Houghton Mifflin Co.
c. Como Se Dice?/Teacher's Edition, Tirsa Saavedra Scott - Ginn & Company
d. Cantemos Ninos, Introductory, Beatrice & Max Krones - Neil A. Kjos Music Co., Park Ridge, Ill.

Workbooks:
a. Mi Cuaderno de Espanol/Book 1, Margit MacRae - Houghton Mifflin Co.
b. Como Se Dice?, Tirsa Saavedra Scott - Ginn & Company

Records:
a. Escuchar y Cantar (34552-0385), Raymond N. Jacovetti - Holt, Rinehart & Winston, Inc.
b. Sing and Speak Spanish/Album 1, Tirsa Saavedra Scott - Holt, Rinehart & Winston, Inc.
c. Como Se Dice?/Part 1 and 2, Tirsa Saavedra Scott - Holt, Rinehart & Winston, Inc.
d. Cantemos Ninos, Beatrice & Max Krones - Holt, Rinehart & Winston, Inc.

J. ADDITIONAL MATERIALS TO BE USED - GRADE 1 (continued)

Visual aids:

a. Standup unbreakable mirror #WS 62, Robert Morrison Sales Co.
b. Flashcards/Spanish Language for Beginners #9007 - Milton Bradley Company
c. Instructional Charts (Laguna Language Series) -
Little Red Riding Hood
Los Tres Osos

English for the Spanish Speaking

Books: Oral English, Learning a Second Language - The Economy Co.

Teacher's Guide:

a. Shuck Loves Chirley, Leonard Olguin , Olguin Co.
California State Department of Education, Mexican American Research Project:
b. Solutions in Communication
c. Unconscious Cultural Clashes
d. Oral English, Learning a Second Language - The Economy

Records: Listen & Do (Records 1-16) - Houghton Mifflin Co.

Visual aids:

a. Auditory Discrimination Program (Teacher's manual, carrying case, 12 picture cards, 3 cassettes) - Keith Gilmore
b. Time/Life Books - Sesame Street Learning Kit
c. Listen & Do Duplicating Masters & Teaching Guide - Houghton & Mifflin Co.

English for the English Speaking

Books:

a. Ginn Elementary English, 1-1, 1-2 - Ginn & Co.*
b. Basic Reading Program, Grade 1 - Harper & Row *
c. The Bank Street Readers, Grade 1 - MacMillan Co.*

*Provided by the State of California

Teacher's Guide: For books listed above, also provided by the State of California

Visual aids:

a. Language Development Kit, Peabody, Level 2 - American Guidance Service, Inc.
b. SRA Reading Laboratory, Ia, Don H. Parker, Genevieve Scanell
c. Flashcards: Milton Bradley Company
Picture Words for Beginners #9508
Learn the Alphabet #9502
You Can Read #8252
d. Judy Clock #J701 - Robert Morrison Sales Co.
e. Magnetic Alphabet Board #AA400 - Robert Morrison Sales C
f. Book Display Stand #FF136 - Robert Morrison Sales Co.

J. ADDITIONAL MATERIALS TO BE USED - GRADE 1 (continued)

15c

Social Studies - Bilingual

Books: Families and Their Needs - Silver Burdett Company

Picture Packets: Silver Burdett Company -
a. The Earth, Home of People
b. Living in the United States
c. Columbus Day
d. Thanksgiving Day
e. Christmas Around the World
f. Arbor Day
g. United Nations - Brotherhood Week
h. Lincoln's Birthday
i. Washington's Birthday
j. Flag Day - Independence Day

Society for Visual Education, Inc., Chicago, Ill.
k. Mexico, The Cities (#SP-143)
l. Mexico, The Countryside (#SP-144)
m. Mexico, Crafts & Industries (#SP-145)

Science - Bilingual

Books: Concepts in Science 1 - California State Series*

*Provided by the State of California

Teacher's Guide: Same as above, Teacher's Edition, also provided by the State of California.

Classroom Laboratory: Concepts in Science 1 - Harcourt, Brace, World, Inc.

Mathematics - Bilingual

Teacher's Guide: Modern School Mathematics, Grade 1, Teacher's Manual*

*Provided by the State of California

Workbooks: Same as above, also provided by the State of California.

Audio Visual aids: Teaching Aids Institute -
a. Let's Learn to Add #A102
b. Let's Learn to Subtract #A103
c. Let's Take a Test #A104
d. Number Readiness #A300
e. Addition and Subtraction #A301

Visual aids:

a. Flashcards - Milton Bradley Co.

Understanding Numbers for Beginners #9517
Link Numbers #9518

b. Counting Devices - Palfreys

Modern Counting Abacas (4 sets) #748
Jumbo Counting Frame #771

c. Judy Clock #JU701 - Robert Morrison Sales Co.
d. Magnetic Arithmetic Board #AA401 - Robert Morrison Sale
e. Flannel Board #977 - Palfreys

J. ADDITIONAL MATERIALS TO BE USED - GRADE 1 (continued)

Music - Bilingual

Books:
a. Latin American Game Songs, Ruth de Cesare - Mills Music, Inc.
b. Autoharp Books #CVR621, #CVR622 - Robert Morrison Sal

Records:
a. Latin American Game Songs #M-4-B, Ruth de Cesare
b. Puff the Magic Dragon and Other Songs Children Request #CAS1088 - RCA Camden
c. The Limeliters - Through Children's Eyes #LSP2512 - RCA Victor
d. Let's All Join In #CLP1208 - Mercury Childcraft

Instruments:
a. Autoharp and case #SA73 - Robert Morrison Sales Co.
b. Standard Rhythm Set #35BN - Robert Morrison Sales Co.

Art - Bilingual

Equipment:
Palfrey's
a. Pegboard Folding Screens - 4 Panel #1768
b. Single Panel Pegboard Screen #976
c. Adjustable Metal Easels - Double Panel #981
Nifty Division, St. Regis Paper Co., Houston, Texas
d. Nifty Chart Stand #9390
e. Nifty Play Blocks #9920
f. Nifty Chart Racks #9020

GRADE 2

Spanish for the Spanish Speaking

Filmstrips:
Laguna Language Series - Kenworthy Education Service, Inc. Buffalo, New York
a. Little Red Riding Hood
b. The Pied Piper of Hamlin
c. The Four Singers of Guadalajara
d. The Cricket and the Anu
e. The Fox and the Stork

Books:
Laguna Beach Books - Kenworthy Education Service, Inc.
a. Los Tres Osos
b. Los Cuatro Cantantes de Guadalajara
c. Dona Cigarra y Dona Hormiga
d. Caperucita Roja
e. El Flausista de Jamelin
f. Dona Zorra y Dona Ciguena
Children of the Americas Series, Edna E. Babcock and Catherine Cooper
g. Rosita y Panchito
h. Chiquito y Cola Rizada

J. ADDITIONAL MATERIALS TO BE USED GRADE 2 (continued)

Teacher's Guide:
a. Laguna Language Series - Teacher's Guide (Spanish)
b. Cantemos en Espanol/Book 2 - Beatrice & Max Krones

Records:
Laguna Language Series - Kenworthy Educational Service, Inc. Buffalo, New York
a. La Caperucita Roja
b. Los Tres Osos
c. Los Cuatro Cantantes de Guadalajara
d. El Flautista de Jamelin
e. Dona Cigarra y Dona Hormiga
f. Dona Zorra y Dona Ciguena
g. Songs in Spanish for Children, Elena Paz Travesi - #CL1897-Columbia
h. Cantemos en Espanol/Book 2, Volumes 1 & 2, Beatrice & Max Krones

Children of the Americas Spanish Series
i. Rosita y Panchito #AC2005
j. Chiquito y Cola Rizada #AC2002

Spanish for the English Speaking

Filmstrips:
SVE Educational Filmstrips - Elementary Spanish for Young Americans (6 filmstrips, 3 records, guides #A188SR)

Teacher's Guide:
a. Spanish Songs for Autoharp (to accompany Instructional Guide for Spanish in the Elementary School, Public. #414 Los Angeles City Schools
b. Cantemos en Espanol/Book 1 - Beatrice & Max Krones
c. Mi Cuaderno de Espanol - Margit MacRae
d. Somos Amigos/Teacher's Manual - Tirsa Saavedra Scott

Workbooks:
a. Mi Cuaderno de Espanol/Book 2 - Margit MacRae
b. Somos Amigos - Tirsa Saavedra Scott

Records:
a. Cantemos en Espanol/Book 1, Volumes 1 & 2, Beatrice and Max Krones
b. Sing and Speak Spanish, Album 2, Margit MacRae
c. Somos Amigos, Part I and II, Tirsa Saavedra Scott

Visual aids:
Flashcards - Flashcard kit - Spanish (21 categories) - Wible Language Institute

English for the Spanish Speaking

Filmstrips:
Audio-visual English (10 filmstrips, 5 records, teacher's guide) - Collier-MacMillan English Program

Teacher's Guide:
Michigan Oral Language Series
a. Bilingual Conceptual Development Guide
b. English Guide
c. Interdisciplinary Oral Language Guide/Primary, Part I and II, III, IV

J. ADDITIONAL MATERIALS TO BE USED - GRADE 2 (continued)

Visual aids: Language Development Cards and Charts:
a. Language Development Cards, Groups A & B
b. Wall Charts (Number & Color)
c. Pocket Chart (Calendar, Weather & Special Days)
The Economy Company

English for the English Speaking

Books:
a. Ginn Elementary English, 2-1, 2-2 - Ginn & Co.*
b. Basic Reading Program, Grade 2 - Harper & Row Co.*
c. The Bank Street Readers, Grade 2 - MacMillan Co.*

*Provided by the State of California

Teacher's Guide: For books listed above, also provided by the State of California

Visual Equipment: GAF Corporation
a. Custom 300 watt Projector #2447
b. Library Chest #2163
c. 20 Viewmaster Reels

Visual aids:
a. Language Development Kit, Peabody, Level 3 - American Guidance Service, Inc.
Flashcards - Milton Bradley Company
b. Flashwords, Group 1 (#9510) - Group 2 (#9511)
c. Sentence Builder #9512
d. Link Letters #9503
e. Pairs #7006

Social Studies - Bilingual

Books: Silver Burdett Co. - Communities and Their Needs

Picture Packets:
a. Living in Mexico - Silver Burdett Co.
b. Studyprints: Mexico - John W. Gunter, San Mateo, Calif

Filmstrips: Encyclopedia Britanica Films #10881 C-Si to #10888 C-Si
a. Mexico in Transition
b. Farmers of Mexico
c. Ranch in Northern Mexico
d. Town and City in Northern Mexico

Visual aids:
a. Flashcards - Milton Bradley Co.
United States Flashcards #9002
b. Book Display Stand #FF136

Science - Bilingual

Books: Concepts in Science 2 - California State Series*

*Provided by the State of California

J. ADDITIONAL MATERIALS TO BE USED - GRADE 2 (continued)

Teacher's Guide: Concepts in Science 2, Teacher's Edition*

*Provided by the State of California

Classroom Laboratory: Concepts in Science 2 - Harcourt, Brace & World, Inc.

Mathematics - Bilingual

Teacher's Guide: Modern School Mathematics, Grade 2, Teacher's Manual*
Houghton Mifflin Co.

*Provided by the State of California

Workbooks: Same as above, also provided by the State of California

Visual aids: Flashcards - Milton Bradley Co.
a. Addition and Subtraction #9372
b. New Math-Double Value Addition and Subtraction #7020

Counting Devices - Palfrey's
c. Jumbo Counting Frame #771
d. Modern Computing Abacas (4 sets #748)
e. Judy Clock #JU701 - Robert Morrison Sales Co.
f. Magnetic Arithmetic Board #AA401 - Robert Morrison Sales
g. Flannel Board #977 - Palfrey's

Music - Bilingual

Books:
a. Songs that Help You Learn Spanish #LP172 - Golden Records
b. Over 40 of the World's Greatest Songs #CAL1017 - RCA Camden
c. Latin American Game Songs #M-4-B, Ruth de Cesare - Bowmar Records

Records:
a. Latin American Game Songs, Ruth de Cesare - Mills Music, Inc.
b. Autoharp Books, #CVR621, #CVR622 - Robert Morrison Sales Co.

Instruments:
a. Autoharp and case #SA73 - Robert Morrison Sales Co.
b. Standard Rhythm Set, #35BN - Robert Morrison Sales Co.

Art - Bilingual

Equipment: Palfrey's
a. Pegboard Folding Screens - 4 Panel #1768
b. Single Panel Pegboard Screen #976
c. Adjustable Metal Easels - Double Panel #981
d. Two Nifty Chart Stands #9320 - St. Regis Paper Co.
e. Nifty Chart Racks #9020 - St. Regis Paper Co.

18.3 Parent tutoring: (mark all that apply) 18.3 none

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5,6
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation

8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5,6
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 NA
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 3,4,7, ,10,12

21.0 SELF-ESTEEM

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # -

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
3,4-teacher encourages spontaneous expression in either lang.
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 1

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

We have several strategies: MALE teachers (2 out of 4) as a way of reaching Mexican-American students

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # -

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
3,4-teacher encourages spontaneous expression in either lang.
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

We have several strategies: MALE teachers (2 out of 4) as a way of reaching Mexican-American students

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 1,3,5,6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify) monolingual instruction for both EMT & N-EMT in Eng. & Span. for subject areas, but content is bicultural bilingual instruction in lang. arts

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox) found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 NS
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2,4,7,
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)
not specified-commercially & locally developed materials

23.5 American culture is defined: 23.5 1
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 NS
0-none mentioned

23.4 In the bicultural component knowledge of the N-NAT culture involves (mark all that apply) 23.4 2,4,7,
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEAT or EAT
8-Other (specify)
not specified-commercially & locally developed materials

23.5 American culture is defined: 23.5 1
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned
5-no, but school has many bilingual books in library

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

BILINGUAL PROCEDURES

A. COMPONENT NAME Community Involvement B. DOMINANT LANGUAGE Spanish and English C. GRADE LEVEL 1st Grade

D. NO. OF PARTICIPANTS _____ PRODUCT E. PROGRAM OBJECTIVES: AND PROCESS

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date

The community involvement outlined for the kindergarten program will remain the same for 1st grade with the following additions applying to both kindergarten and 1st grade:

An ad hoc advisory committee was formed on April 23, after the District received notification of the planning grant. This committee represented members of the local G.I. Forum, the Title I Advisory Committee, and Mexican-American educators from other projects and ESL programs in the county. The purpose of the meeting was to inform them of the good possibility of a Title VII project beginning in September. This information was enthusiastically received and plans were made for a second meeting to draw up a list of recommendations for staff selection for the District and the composition of the permanent Advisory Committee.

On May 14, a second meeting was held with an attendance of thirty-one persons, fifteen of whom were parents of Mexican-American children in the schools. With five exceptions, all members present spoke Spanish. The G.I. Forum, the other county bilingual and ESL educators, the building principal, the Compensatory Education Coordinator, the local high school - all were represented. It seemed to be the consensus of opinion that everyone was highly enthusiastic about the project and in accord in their willingness to participate. The group passed a resolution to recommend to the School Board that all teachers and aides be bilingual and, preferably, Mexican-American, but this latter point was to apply only in cases where all other qualifications were equal. They recommended that a five man committee be appointed to judge the quality of Spanish of acceptable applicants, with the committee to be composed of one member chosen by the G.I. Forum, two members chosen by the parents group, the junior high school Spanish teacher, a member from the County Bilingual Education Center. They also passed a resolution that the permanent Advisory Committee be composed of 50% plus one additional parent from the parents group, at least one-half of which would be Mexican-American, one-fourth of the committee to be school personnel from the project staff, and one-fourth to be made up of a cross-section of the community to include the G.I. Forum, one service club, a member of the school P.T.A., a social agency, and someone from the Chamber of Commerce.

With this interest and participation from the community, we feel that we are well on the way to a desirable level of participation and can assure the funding source of enthusiastic support of their guidelines for community involvement.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,6,7,8,9,10

0-method not specified
no-no provision for informing community
1-bilingual newsletter
2-monolingual newsletter
3-aws sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) teacher aides inform community, community gps.
11-project director personally involved in program dissemination. specify how — involved in dissemination of information

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 5, __

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) *
8-project director personally seeks involvement of community in program. specify how

of presentations were made before both local community agencies as well as larger gps. within & outside of the professional education organization

1--constant communication with the local Mexican-American Council

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,9

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) (parental visits to school)
0-method not specified

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) teacher aides inform community, community gps. involved in dissemination of information
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 5,
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) *
8-project director personally seeks involvement of community in program. specify how

. . . . of presentations were made before both local community agencies as well as larger gps. within & outside of the professional education organization

1--constant communication with the local Mexican-American Council

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,9
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) (parental visits to school)
0-method not specified
9-Coordinator's participation in Mexican-American Organization

24.6 The school is open to the community through: 24.6 1,4
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify) involving parents in program operation

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 3, 6

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs 6- Inquiries from other schools concerning project.

* 3 .students & teachers from Stanford Univ. & other schools became actively involved in project (how is not indicated)

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3 (inf)

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1

1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1.4.5.8

1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

*25.2--5.-Advice of Project staff sought by other projects

Project Name Redwood City, Calif. Project Number 121

Grade ____

Published Tests	Test Given To: (Check one or both) Spanish speaking	English speaking	Grade
Tests in Spanish:			
Prueba De Lectura	✓	✓	1, 2
Houghton-Mifflin Primary Social Studies Test (staff translation)	✓		1
Prueba de Habilidad	✓		1
Tests in English:			
Harper-Row Pre-Reading Test of Scholastic Ability	✓	✓	1
OLGUIN Diagnostic Sound Test	✓		1
Peabody Picture Vocabulary Test	✓	✓	K, 1,
Ginn Pre-Reading Test	✓	✓	1
Houghton-Mifflin Primary Social Studies Test		✓	1
Cooperative Primary Test	✓	✓	1, 2
Stanford Achievement Test (Dropped ?)	✓	✓	1
Inter American Test of General Ability		✓	1

District: Redwood City, Calif. Project Number 1411

Published Tests

Tests in Spanish:	Test Given to: (Check one or both) Spanish speaking	English speaking	Grade
John I Daily Language Facility Test	✓		1, 2
Tests in English:			
Sear's Classroom Observation Instrument	✓	✓	K, 1, 2
Inter-American Reading Test	✓	✓	1, 2
John I Daily Language Facility Test	✓		1, 2

Location Redwood City, Calif Project Number 141

Grade	Test Given To: (Check one or both) Spanish speaking	English speaking	Grade
Staff Developed Tests			
Math Test (Behavioral Checklist)	✓		K 1, 2
Science Test (Behavioral Checklist)	✓		1
Social Studies Test (Behavioral Checklist)	✓		K, 1, 2
Project Inventory of Phrases and Greetings	✓		1, 2
(Project Experimental Sound Test) Diagnostic Sound Test (Replacement for Olguin's Test)	✓		K, 1, 2
Math Test (Behavioral Checklist)	✓	✓	K, 1, 2
Science Test (Behavioral Checklist)	✓	✓	1
Social Studies Test (Behavioral Checklist)	✓	✓	K, 1, 2
Project Inventory of Phrases & Greetings	✓		1, 2